Working *Together*

A Parent's Guide to Transition from School to Community

Healthy Child Manitoba
Putting children and families first

Manitoba

Manitoba Education
Working Together:
A Parent's Guide to Transition Planning

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www.edu.gov.mb.ca/k12/specedu/index.html

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About This Guide

Students go through different stages of transition during their school years, from preschool to school, from early years to middle years and then to high school. As students begin high school, they also start to plan for life after graduation.

The transition to adult life creates big changes in the lives of young people with exceptional needs and their families. Transition planning can help with the stress these changes can bring.

This guide includes information to assist families in participating in transition planning for their son or daughter. It is intended for parents, guardians, foster parents and caregivers.

The student is the central member of the transition team. Transition planning works best when the student, parents and the school work together to develop a plan that meets the student's needs

How Can Transition Planning Help My Son or Daughter?

A transition plan can help a student develop skills, pursue interests, and overcome barriers in several areas:

Prepare for Life-Long Learning

- Improving literacy
- Post secondary education
- Community programs
- Training to advance employment

Learn to live with Independence

- Health wellness and resiliency
- Life skills
- Community participation
- Learn and practice making decisions

Build Social Networks

- Developing friendships
- Working with others
- Participating in social and cultural events

Explore Career Development

- Employment
- Volunteering
- Day programming options
- Recreational opportunities

*The Circle of Courage is based in four core values: *belonging, mastery, independence, and generosity.*
Used with permission. Artist: George Blue Bird. The Circle of Courage is a Trademark of Circle of Courage, Inc.
For more information, see website: www.reclaiming.com or email: courage@reclaiming.com.

The Transition Planning Process

The role of the school in the process includes:

- Coordinating an annual student-specific planning meeting with those closest to the student
- Informing families about adult support options and the transition planning process

Planning Time Line for Families

Age 14-16

- become aware of transition options and the planning process that begins in high school
- think about graduation date and adult options
- provide information on your son's or daughter's strengths/ interests/dreams

Age 16-17

- explore residential living options if not continuing to live in the family home
- understand the results of leaving school before completing of graduation requirements
- be aware of the availability of adult supports

Age 18

- your son or daughter has the right to make their own choices and decisions with help when necessary
- some programs and services for adults may become available
- work and volunteer experiences, recreational opportunities and life skills may all be a part of school programming

- Initiating referrals to adult programs in consultation with parents and the student
- Increasing focus of instruction towards priority outcomes for transition
- Advocating for creation or strengthening of community supports for adults

One Year Before Graduation

- plan for employment, post secondary education and training, work or community opportunities, or support options
- apply for available supports that match individual preferences/needs or advocate for new/enhanced services

Graduating Year

Help your son or daughter decide about:

- employment
- post secondary education and training
- work and community opportunities
- accessing supports/services from available options

Beyond Graduation...

Planning continues for the many transitions throughout adulthood.

- Where to live?
- Where to work?
- Who will help ?

Role of Parents

As members of the team parents can ensure that transition planning reflects the interests and values of their son or daughter.

This can include:

- attending student-specific planning meetings at the school
- asking questions about the planning process
- sharing your knowledge about your son's or daughter's interests, strengths and needs
- offering opinions and participating in decision making
- finding information on services and resources available, currently or after graduation
- encouraging and helping your son or daughter participate in transition planning
- helping your son or daughter identify goals achievable with effort
- helping your son or daughter carry out the responsibilities assigned to them in the transition plan
- helping your son or daughter increase their independence and self-determination in everyday living

What Questions Could I Ask?

- Who are the members of my son's or daughter's transition planning team?
- How can team members be contacted?
- How often will our transition team meet?
- What will we discuss when we meet?
- What school programming is appropriate based on my son's or daughter's needs?
- What else can we do to support our son or daughter through transition from school?
- Is my son or daughter meeting their student specific outcomes? If not, why not and what would support their learning?
- Are there adult programs/services available in our community? Is my son or daughter eligible?
- When should my son or daughter graduate from high school and how is this planned?

Web Resources

Bridging to Adulthood: a Protocol for Transitioning Students with Exceptional Needs from School to Community
www.gov.mb.ca/healthychild/publications/index.html

Manitoba Family Services and Consumer Affairs – Services for Persons with Disabilities
www.gov.mb.ca/fs/pwd/

Canadian Mental Health Association – Manitoba Division
www.manitoba.cmha.ca

Manitoba's Regional Health Authorities
www.gov.mb.ca/health/rha/

Manitoba Career Development Gateway
www.manitoba.ca/careerdevelopment

The Manitoba Supported Employment Network
www.msen.mb.ca

Community Living Manitoba
www.aclmb.ca

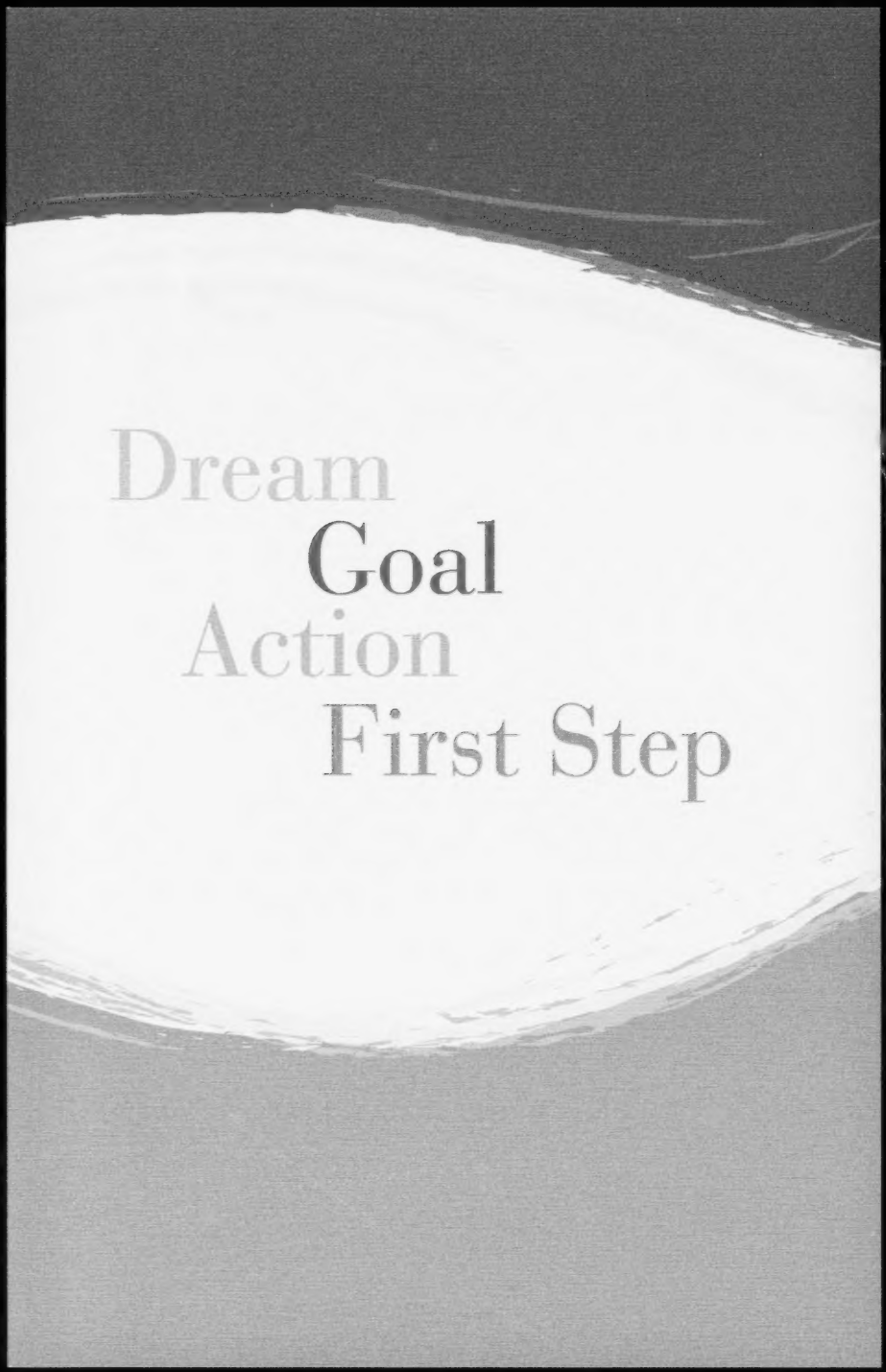
A Family Guide to the Vulnerable Persons Act
www.aclmb.ca/Justice/VPA_Family_Guide.pdf

Contacts

A primary contact can be your son's or daughter's case manager at school. The high school principal will designate someone to coordinate the transition planning process.

A children's services worker who is involved with your son or daughter will also participate in the transition planning process. This can include workers from Manitoba Family Services and Consumer Affairs, services provided by regional health authorities or child and family services agencies.

Contact name:	Phone Number and/or mail
Case Manager:	
Children's services worker:	
Other:	


Dream
Goal
Action
First Step